METHODS OF TEACHING LIVESTOCK MARKET INFORMATION IN VOCATIONAL AGRICULTURE CLASSES

by

CHARLES WANTZ

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INTRODUCTION

In the early development of American agriculture the farmers were not concerned with problems pertaining to the marketing of livestock because they were producing chiefly for their own use. But the farmers of today are confronted with many problems in marketing their livestock because of the fact that they are producing primarily for the market and not so much for themselves. It is obvious that they should be informed as to the species, class, grade, and weight of livestock demanded, the significance of production and price cycles, the different methods and agencies for marketing, and the general conditions and situations which exert a great influence upon the markets. Agricultural economists readily admit that efficiency in the production of livestock is the principal factor indicating above normal returns but they also say this situation can easily be counterbalanced by poor marketing. Thomsen in 1936 (37, p.7) quoted the manager of a livestock commission firm as saying, "The time you buy and the time you sell has more to do with your success as a cattle feeder than has your ability to make them fat. A good market is better than a good steer."

It is evident that there is a need for organizing and teaching some information pertaining to the marketing of

livestock which will aid in the efficiency of teaching vocational agriculture students. The content of the different vocational agriculture courses as taught in high schools in the state of Kansas is determined largely by the types of farming in each community. Consequently, it is necessary for each vocational agriculture teacher to outline his own subject material and prepare lesson plans for teaching it. It is evident that the marketing information must be so planned and organized as to be taught along with production information.

The purpose of this study is to learn more about the planning of lessons and how to instruct vocational agriculture students more efficiently upon problems involved in marketing livestock, especially how to present such information, when to present it, and what facts are most important to present.

A letter of inquiry pertaining to methods of teaching livestock marketing was sent to eleven different states in the Great Plains area and, from their replies, there apparently has been very little study made pertaining to the methods of teaching livestock market information to vocational agriculture students. Yet teacher-trainers of those various states readily admit there is a definite need for such a study.

As indicated in 1934 by Hippold (6, p. 13) many "instructors of vocational agriculture in the past were trained primarily in the production aspect of farming and as a result they tended to stress production courses almost entirely". However, there are many other factors (6, p. 10-11) which cause teachers to give too little attention to marketing. In the first place, the students lack basic experience and maturity and fail to realize the importance of the economic principles involved. The time element in an already over-crowded teaching program, the lack of suitable texts, and lack of other available reference material are factors which make marketing difficult to teach. Many of the economic principles stressed in regard to livestock marketing are for the purpose of guiding the students in their future operations and plans over a period of years.

After the principles of market prices, market trends, and other factors involved have been studied, someone has to pass judgment as to what to expect in the future. It is possible that all the facts were not obtained or that some minor factor was given undue weight and, consequently, the prediction or conclusion was not as accurate as it might have been. Yet the results of the students' operations and plans might be much more profitable than if no plans or predictions had been made. But high school students are not

likely to realize such a fact if they do not understand the principles involved.

Therefore, it is necessary to interest the students in livestock marketing problems and to show them that there is something to be gained from such a study. For example, the agricultural authorities[1] say that sheep should be a very profitable livestock enterprise the next few years in Kansas if proper and timely production and marketing practices are followed. The students who are familiar with the factors involved, especially the time of marketing and the grade of lambs demanded, are more likely to be successful.

PROCEDURE

In this investigation of the plans for more successful teaching of the marketing of livestock nine major items were considered. The order of their treatment is as follows:

1. Proper procedure to be used in organizing subject matter of livestock marketing.
2. The emphasis to be given to the marketing of livestock.
3. The most important means of presenting information of livestock marketing.
4. The stage of the course in which marketing problems receive most attention.

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1. Unpublished material by Carl Elling and Frank W. Burson of the Extension Division, Kans. St. Col. of Agr. and Appl. Sci.

5. General principles of livestock marketing.

6. Market trends and price fluctuations.

7. Specific market information which applies to livestock enterprises in general.

8. Specific market information within each livestock enterprise.

9. The most reliable sources of information in livestock marketing.

Source of Information

In order to secure the necessary information for this study, a data sheet and questionnaire were prepared and sent to 97 vocational agriculture teachers in Kansas. These teachers were selected by the state supervisor and his assistants on the basis of their success. These men had at least several years experience in teaching. Several had taught for 20 years and many had taught 10 or more years. Sixty-two teachers responded.

Use and Definition of Terms

The number 10 course in Kansas high schools refers to the course in vocational agriculture which is devoted primarily to livestock production, although the growing of crops is given some attention. It is usually considered a sophomore course.

The number 11 course refers to the course in vocational agriculture which is devoted primarily to crops and soils, except the livestock information that is needed. It is usually considered a junior course.

The number 12 course refers to the course in vocational agriculture commonly called the advanced course which is devoted primarily to farm management, farm cost accounting, and marketing. It is usually a one-hour senior course.

The product term was obtained by making a table which gave the number of times each item was ranked--first, second, third, and so on; then the number of times the item occurred in each rank was multiplied by the ranking reversed; the sum of the totals is the product term. The larger the product term, the higher the ranking. For example, if there were five items to rank and the first item was ranked first five times, second 10 times, third five times, fourth five times, and fifth zero times, the sum of (5 x 5) + (10 x 4) + (5 x 3) + (5 x 2) + (0 x 1) would give a product term of 90. Items with larger product terms would have a higher ranking, and items with lower product terms would have a lower ranking, according to the size of the product term.

The product term of each item was converted into percent by dividing the sum total of the product term in the

table into the product term of each item, which gives in percent the relative importance of each item.

Enterprise refers to the different headings or divisions into which a course may be divided; for example, the number 10 course may be divided into swine, sheep, poultry, beef cattle, general, and marketing.

Job refers to a specific lesson in an enterprise.

Farming program refers to all the different projects which the student carries at any one time.

FINDINGS

In the questionnaire, each vocational agriculture teacher was asked to rank the items according to their teaching importance. In some cases they were asked to indicate whether they did or did not teach the particular item involved.

The ranking of the items, in order of their teaching importance, in each of the tables, was made after the product term for each item was obtained. The items were summarized under the same general headings as they were grouped in the questionnaire.

Procedure Used by Kansas Teachers In Organizing Subject Matter

From the data returned upon different ways of organizing lesson plans (Table 1), it is indicated that in the number 10 course the preference was to teach livestock marketing information as a job in each of the livestock enterprises adaptable to the community. A second choice was to teach it as a job in all the different livestock enterprises. The third choice was to teach it as a part of different jobs within a given enterprise.

In the number 11 course the preference was to teach livestock marketing information as one of the jobs in the farming program. A second choice was to teach it as a job in each of the livestock enterprises adaptable to the community. To teach it as a part of different jobs within a given enterprise was the third choice.

In the number 12 course the preference was given to teaching livestock marketing information as a specific enterprise, which means that marketing will be taught under the head of marketing and not in some other enterprise; for example, sheep or corn. A second choice was to teach it as a job in an enterprise called farming program.

Table 1. Procedure used in organizing subject matter showing order of preference.

	No. 10 course		No. 11 course		No. 12 course	
	Rank	Relative importance (%)	Rank	Relative importance (%)	Rank	Relative importance (%)
As a job in each of the livestock enterprises adaptable to the community	1	19	2	15	4	12
As a job in all the different livestock enterprises	2	16	6	11	3	14
As a part of different jobs within a given enterprise	3	15	3	13	6	11
As a job in an enterprise called general	4	14	7	10	7	10
As a job in an enterprise called farming program	5	11	1	18	2	15
As two or more specific jobs within a given enterprise	6	10	5	12	8	9
As a job in a special enterprise	7	7	4	12	5	11
As a specific enterprise	8	7	8	9	1	13

No doubt the reason for the preference of teaching information relative to livestock marketing as a specific enterprise in the number 12 course was due to the fact that a very definite part of the work is a special study of markets and marketing.

The reason for ranking the teaching of livestock marketing as a problem in the farming program first in the number 11 course and second in the number 12 course is probably due to the fact that it is a problem that will vary according to the enterprise and type of project, and each boy is expected to do more studying for himself than he has previously done.

All of the different ways of organizing lesson plans, as listed in Table 1, were used but some were but little emphasized. Livestock may be used as a special enterprise in the number 11 course where the essential enterprises are corn, wheat, barley, soils, and sorghums.

Emphasis Given to Teaching of Livestock Marketing

The number of jobs devoted to livestock marketing ranged from one to 16 in the number 10 course with five as a median. In the number 11 course the range was one to 20 jobs with a median of four and the range in the number 12 course was one to 25 with a median of eight jobs.

The number of hours devoted to marketing of livestock ranged from one to 24 with seven as a median in the number 10 course. In the number 11 course the range of hours was one to 25 with a median of six and in the number 12 course the range of hours was one to 60 with 11 as a median. The larger number of jobs and hours devoted to livestock

marketing in the number 12 course was probably due to the fact that a very definite part of the work is centered around the subject of markets and marketing.

Table 2. Emphasis given to teaching of livestock marketing.

	No. 10 course	No. 11 course	No. 12 course
How many different jobs do you plan to devote to livestock marketing?	range 1-16 median 5 mean 5.4	range 1-20 median 4 mean 3.4	range 1-25 median 8 mean 7
How many hours do you plan to devote to livestock marketing?	range 1-24 median 7 mean 8.5	range 1-25 median 6 mean 5.6	range 1-60 median 11 mean 12
How many field trips do you plan to make per year which deal primarily with the marketing of livestock?	range 1-6 median 2 mean 1.8	range 1-6 median 2 mean 1	range 1-10 median 2 mean 2

The number of field trips taken was about the same in each of the three courses although the dispersion was a little greater in the number 12 course. The range in the number 10 and 11 courses was one to six and in the number 12 course was one to 10, with a median of two field trips in each of the three courses. The mean as given in Table 2, with a few exceptions, is about the same as the median.

Plans of Presenting Livestock Market Information

The plans of presenting information concerning the marketing of livestock, as given in Table 3, were ranked in very much the same order in all three courses. The main difference was in the plan of handing each student a copy of the information to be presented, which was given last choice or fifteenth place in the number 12 course and rated tenth in the other two courses. It is probable that the higher rating in the number 10 and 11 courses was due to the lack of time for the student to study for himself and, consequently, he was given the information. It is evident that the three most desirable plans of presenting market information were by graphs and charts, by assigning current references such as farm magazines, newspapers, and forecasts from the college; and by giving individual instruction to the students when confronted with the problem of marketing their products. All of the plans listed in Table 3 were given a high rating by some teachers. This very likely is due to local situations and conditions. The distance to market, availability of reference material, speakers, fairs, and type of farming would make some difference in the rating.

Table 3. Plans of presenting livestock market information, showing order of preference.

	No. 10 course		No. 11 course		No. 12 course	
	Rank	Relative importance (%)	Rank	Relative importance (%)	Rank	Relative importance (%)
By graphs and charts that show the relation between prices and receipts of numbers in the United States	1	10	1	10	1	11
By assigning and discussing current references as farm magazines, newspapers, periodical reports, and forecasts from the college	2	10	2	10	2	10
By giving individual instruction when confronted with the problem of marketing his project	3	10	3	10	3	9
By giving class instruction when confronted with the problem in any livestock project	4	9	4	9	5	8
By assigning references in textbooks and bulletins	5	8	5	9	7	8
By emphasizing the time and method of marketing when planning the production operations	6	9	6	8	4	8
By emphasizing the type and size of animal the market demands when selecting and judging livestock	7	8	7	7	6	8

Table 3. (Continued)

	No. 10 course		No. 11 course		No. 12 course	
	Rank	Relative importance (%)	Rank	Relative importance (%)	Rank	Relative importance (%)
By comparing a profitable and an unprofitable project in which difference was due primarily to marketing	8	7	8	7	8	7
By a field trip to some market to observe the animals or the market operations	9	5	9	5	9	6
By handing each student a copy of the information you wish to present	10	5	10	5	15	4
By attending shows and fairs	11	4	10	5	10	4
By posting information on the bulletin boards	12	4	12	4	11	5
By lecturing to the class	13	4	13	4	12	4
By writing information on the board and having student copy it	14	4	11	4	14	4
By having an outside speaker, as a representative of a market organization or a successful farmer	15	3	15	3	15	4

Time of Teaching Livestock Marketing Information

There was a very close agreement in each of the three courses (Table 4) upon the time of teaching livestock marketing information. Apparently it is important that the

students have some instruction relative to the market and market prices preceding and during the project selection, and at the time they are confronted with the physical process of moving their livestock to market. It is also evident that it is desirable to teach information relative to marketing after production starts and before the livestock is ready to go to market.

There probably is a place for periodical teaching of livestock marketing information but it was given less emphasis than seasonal teaching or at a time when some definite problems are involved.

There was a very definite agreement in each of the three courses (Table 5) which indicates that the emphasis was placed upon the time of teaching as follows: Seasonally, monthly, weekly, and daily. This is probably due to the fact that there is more regular variation by seasons than by months or days.

General Marketing Information to be Taught

There was a noticeable variation in the ranking by individual teachers of the general information to be taught relative to livestock marketing. This, of course, would naturally vary with different parts of the state, with different types of farming, and with different conditions in a given locality.

Table 4. Time of teaching livestock marketing information, showing order of preference.

	No. 10 course		No. 11 course		No. 12 course	
	Rank	Relative importance (%)	Rank	Relative importance (%)	Rank	Relative importance (%)
During the period leading up to the selection of the livestock projects (that is, any time before the projects are selected)	1	20	1	21	1	19
During the time when the student is confronted with the marketing problem	2	20	2	21	2	17
During project selection	3	19	3	15	3	16
During stated intervals throughout the school year either as reports, current events, or regular assignments	4	14	5	14	4	17
During the time marketing process actually takes place	5	13	4	15	6	13
During the regular routine of the course as planned for throughout the year	6	11	6	10	5	14
No definite time planned	7	4	7	4	7	4

Table 8. Time when livestock marketing is most stressed.

	No. 10 course		No. 11 course		No. 12 course	
	Rank	Relative importance (%)	Rank	Relative importance (%)	Rank	Relative importance (%)
Seasonally	1	35	1	34	1	30
Monthly	2	25	2	26	2	24
Weekly	3	24	3	23	3	25
Daily	4	15	4	17	4	21

The principles of price determination (Table 9) were given the preference in each of the three courses. A second choice, in the number 10 course, was given to the comparison of market prices such as the corn-hog ratio or the price index numbers of different commodities. A second choice in the number 11 and 12 courses was given to the principles of cooperative marketing. The difference here probably is due to the inclination of the teacher to think that the students have learned how to compare prices in the number 10 course and, consequently, he places the emphasis on the other points. A third choice was given to the functions of the market in the number 10 course and the number 12 course. In the number 11 course, third choice was given to the

Table 6. General marketing information to be taught, ranked in order of importance.

	No. 10 course		No. 11 course		No. 12 course	
	Rank	Relative importance (%)	Rank	Relative importance (%)	Rank	Relative importance (%)
The principles of price determination; that is, where and how prices are determined	1	19	1	18	1	16
The comparison of market prices such as the corn-hog ratio and the price index numbers of different commodities	2	14	4	13	5	12
Marketing functions as assembling, grading, processing, packaging, storing and distributing	3	14	5	12	3	14
The principles of cooperative marketing such as aims, needs, objectives, and advantages	4	12	2	15	2	15
Where the principal livestock markets are located and why	5	12	7	10	7	10
Types of agencies engaged in marketing, such as livestock shipping associations, commission firms, order buyers, speculators and packers	6	12	6	11	4	14
The principles of the market structure for a specific commodity such as the source of supply, means of assembling, grading, and shipping	7	10	3	14	6	11

Table 6. (Continued)

	No. 10 course		No. 11 course		No. 12 course	
	Rank	Relative importance (%)	Rank	Relative importance (%)	Rank	Relative importance (%)
Legislation pertaining to marketing such as preventing the sale of diseased animals, vaccination requirements, tuberculosis, inspection, and the like	8	7	8	7	8	8

principles of the market structure for specific commodities. The last choice in each of the three courses was given to legislation pertaining to marketing.

Teaching Market Trends and Price Fluctuations

The rating of the market trends and price fluctuations (Table 7) indicates that the seasonal price fluctuations within the year are important trends to teach in each of the three courses, although the minor and major trends which are associated with over and under production, and which depend upon the world factors are about the same in relative importance. Short-time day-to-day price changes were rated fourth or last in importance in each of the three classes.

This price change was much less in relative importance than the other price trends.

Table 7. Teaching market trends and price fluctuations, ranked according to importance.

	No. 10 course		No. 11 course		No. 12 course	
	Rank	Relative importance (%)	Rank	Relative importance (%)	Rank	Relative importance (%)
Seasonal price fluctuations within the year	1	31	1	30	1	29
Minor trends or the shorter-time year-to-year price trends (that is, the cycle which is usually associated with the over and under production or variations in supplies for two or three-year periods)	2	29	2	29	2	29
Major or long-time price cycles covering a period of 15 to 30 years (that is, the relationship between money and the price of goods and the influence common world factors have on these trends)	3	28	3	27	3	29
Short-time day-to-day price changes	4	12	4	14	4	13

Specific Livestock Marketing Information

The preference in all three courses, as given in Table 8, indicates that one of the most important points of specific information in teaching marketing is to select livestock projects on the basis of the market outlook. Another important point in each of the three courses was the estimating of a financial outcome in the form of a budget on the basis of predicted market prices.

Other specific points that ranked about equal in relative importance were the type and size of animal that brings the highest price on the market, the use and place of pure bred livestock from the standpoint of marketing fat animals, and the necessity of choosing the method of marketing at the start of production. Although the remainder of the items seemed to be about equal in importance and were worth while to teach, they did not have as high a relative importance as the group mentioned.

Specific Marketing Information within Each Animal Enterprise

The relative importance of the various items listed as specific market information within each animal enterprise indicates that they do not have the same value in each of

Table 8. Specific livestock marketing information, ranked in order of teaching importance.

	No. 10 course		No. 11 course		No. 12 course	
	Rank	Relative importance (%)	Rank	Relative importance (%)	Rank	Relative importance (%)
The selection of projects on the basis of the market outlook	1	11	1	10	1	12
The estimating of a financial outcome on a basis of predicted market prices	2	11	2	10	2	9
The type and size of animal that brings highest price on the market (what the packer demands)	3	10	5	8	5	8
The present market outlook information in all livestock enterprises, regardless of the projects likely to be undertaken at the start	4	9	3	9	4	9
The use and place of pure bred livestock from the standpoint of marketing fat animals	5	8	4	9	3	9
The necessity of choosing the time and method of marketing at the start of production	6	8	6	7	6	7
The evaluating of factors or forces that are likely to cause a change in price at the time projects are about ready to market	7	6	7	6	11	5
The grading of animals for the market	8	6	8	6	8	6

Table 8. (Continued).

	No. 10 course		No. 11 course		No. 12 course	
	Rank	Relative importance (%)	Rank	Relative importance (%)	Rank	Relative importance (%)
The significance of increasing or decreasing the number of breeding animals according to the market outlook	9	5	9	5	10	5
The care and precautions necessary in loading, transporting, and in the marketing process	10	5	10	6	15	4
The making and keeping of an up-to-date supply of charts and graphs that will illustrate market trends	11	5	12	5	7	6
The making and keeping of an up-to-date record or chart of livestock prices and receipts posted in your classroom	12	4	11	5	9	5
The grading of market products such as eggs and butter	13	4	13	5	11	5
The class either as individuals or a group, to chart prices or receipts of livestock	14	4	13	5	12	5
The proper use of credit in relation to price trends, commodity price outlook, etc.	15	4	15	5	13	5

the different enterprises and that there is not a great deal of difference in importance of the items within the same

enterprise. Although the factors that rated high in one enterprise rated relatively high in all enterprises, it would be logical to study and discuss the various items according to the needs of the boys, which, no doubt, vary from year to year. Consequently, the importance of the various items would vary from year to year.

Although it does seem logical that the two high ranking items--namely, the selection of projects on the basis of the market outlook and the estimating of a financial outcome on the basis of predicted market prices--should be studied early in the school year in all enterprises in which the students are likely to carry projects. (See appendix for a suggested outline of factors involved in livestock marketing)

Sources of Livestock Marketing Information

It is evident that there are many sources of livestock market information that are useful and are being used. Although the Department of Agricultural Economics at the Kansas State College of Agriculture and Applied Science was considered the most important source of information, it was not so much higher in relative importance than some of the other sources. There is no doubt that different sources of information are needed, such as the forecasting of prices and a general knowledge of the latest factors influencing

Table 9. Specific marketing information within each animal enterprise, ranked in order of teaching importance.

	Hogs		Beef		Sheep		Poultry		Dairy	
	Rank	Relative importance (%)	Rank	Relative importance (%)	Rank	Relative importance (%)	Rank	Relative importance (%)	Rank	Relative importance (%)
How the price of grain may influence the price of livestock or its products	1	11	1	10	2	9	1	11	1	11
How present numbers on farms in the United States are important as compared with the numbers in previous years	2	10	2	10	1	10	2	10	2	11
How the size of the crops and crop prospects influence livestock prices at different seasons of the year	3	9	3	8	4	8	5	8	3	9

Table 9. (Continued).

How the trend of prices is influenced by the sequence of large and small corn crops (influence of large crop preceded by a small crop and vice versa)	4		9		5		8		8		7		9		6		7		7
How the price and receipt cycles may vary	5		9		4		8		3		9		3		8		4		8
How the price varies at different times of the year	6		8		6		7		5		8		4		8		5		7
How the price of hogs may affect sheep or cattle prices	7		6		7		7		6		7		11		5		11		6
How there might be a difference in the market demand at present compared to the demand in the past	8		6		8		7		9		7		7		7		6		7

Table 9. (Continued)

How the profits or losses of livestock operations the previous year may influence the price or feeding program the year following	9	6	9	6	7	7	8	6	8	7
How the price varies from day to day	10	5	14	5	11	5	15	3	13	4
How the relation of the price index of the different livestock prices may influence the price index of other commodities	11	5	10	6	13	5	10	6	10	6
How an index of annual wholesale prices for all commodities in United States 1800-1937 (1910-14 = 100) is valuable	12	5	13	5	14	4	13	5	12	5
How to explain a large spread in price the same day for the different grades	13	5	12	5	12	5	14	5	14	4

Table 9. (Continued)

How to classify and grade according to market standards	14	4	11	5	10	6	6	7	9	6
How holidays, Jewish demand, etc. influence the market	15	2	15	3	15	3	12	5	15	2

prices, which may be obtained through the Agricultural Economics Department, Kansas State College, the Bureau of Agricultural Economics, Washington, D. C., and from co-operative agencies such as the National Market Service, Chicago, Illinois. One of the best sources of current livestock price information is the daily market report by the Agricultural Market Service, at Kansas City, because it gives the specific price of the different classes and grades of livestock at Kansas City, and presents a comprehensive comparison of prices paid at other markets. This is an important point which apparently has been neglected by many teachers.

Textbooks seem to be valuable in studying the structure of the market, its function, and other facts; but changes take place so fast that more recent reports are necessary to keep abreast of the market trends and the most important recent factors influencing price.

DISCUSSION

The preference given to organizing and teaching livestock market information was somewhat different in each of the three courses. In the number 10 course the preference was to teach it as a definite part of each of the livestock

enterprises and more specifically in the livestock enterprises adapted to the community. In the number 11 course it was taught primarily as a specific enterprise. This is in keeping with the general content of each of the three courses.

Table 10. Sources of livestock marketing information, ranked in order of preference.

	Rank	Relative importance (%)
Kansas State College, Department of Economics and Sociology	1	14
Daily newspapers	2	12
Special market papers	3	12
Agricultural Experiment Station publications (bulletins and circulars)	4	11
The radio	5	10
The U. S. market news service on livestock	6	8
Government publications	7	8
Farm magazines	8	8
Service manuals of different livestock associations	9	7
Federal market reports	10	5
Textbooks	11	3
Local dealers	12	2

The number of jobs and the time devoted to livestock marketing would indicate that the greatest emphasis was

given to the subject in the number 12 course, and the least emphasis was given it in the number 11 course.

In the plans for presenting livestock market information there was a unanimous choice for each of the first three methods in all three courses. Thus, it seems that the use of graphs and charts, the assigning and discussing of current references, and the presenting of livestock market information to individuals as they are confronted with the job are the best means of presenting information. There was also a very close agreement in the less desirable methods of presenting the information, such as having an outside speaker, writing on the blackboard, and lecturing to the class.

There was almost a unanimous agreement in each of the three courses as to when the livestock marketing information should be taught. The most important time was during the period preceding the selection of the livestock projects, and during the time the students were confronted with the physical process of selling and moving their livestock to the market. There was considerable agreement in stressing livestock marketing information seasonally and to some extent monthly but not as a definite, set routine part of the course.

More variation occurred in the ranking of the items in the three courses under the head of general marketing

information than there was in any of the other headings previously discussed. This is probably in keeping with the general content of the different courses as given in the definition and use of terms. The principles of price determination were considered the most important item in each of the three classes. In the number 10 course the comparison of market prices and a study of market functions were considered next in importance while in the number 11 and 12 courses the principles of cooperative marketing were considered second in importance. It was unanimously agreed that legislation was the least important item in the teaching of livestock marketing.

Although there was very little difference in relative importance, the ranking of the market trends and price fluctuations in order of their teaching importance was the same in the number 10 and 11 courses. The seasonal price fluctuations within the year ranked first in importance, the minor trends ranked second, the major or long-time price cycles third, and the short-time day-to-day price changes were very much less in importance in all three courses. The seasonal, minor and major trends were given an equal ranking in the number 12 course.

The items of specific livestock marketing information were ranked in very much the same order in all three courses.

There was very little difference in the relative importance in the selection of projects on the basis of the market outlook and the estimating of a financial outcome on a basis of predicted market prices. As might be expected, there was some difference in the ranking of the other items in the three courses probably because of the general differences in the content of the courses.

There was some lack of agreement in the ranking of the items of specific marketing information within each animal enterprise, but there was a close agreement as to the high rating and low rating items. The items rating high in all livestock enterprises were the influence the price of grain has upon the price of livestock, how present numbers of animals on farms in the United States compare with previous years, and how the size of crops and crop prospects influence livestock prices. The items rating low in teaching importance were the influence of holidays and the Jewish demand, the spread in price the same day for the different grades of products, and how the price varies from day to day.

The most important and useful source of livestock market information was the Department of Agricultural Economics, Kansas State College, and the next important source was the daily reports and papers.

CONCLUSIONS

1. Very little research has been devoted to the methods of teaching livestock marketing in vocational agriculture classes.

2. Definite lesson plans are very essential in order to present information relative to livestock marketing, regardless if it is taught as a special marketing lesson or as a part of a production lesson.

3. Charts, graphs, and other illustrative material are very effective ways of presenting livestock marketing information.

4. The best time to present livestock market information is prior to and during the period of selecting the livestock projects and then again at the time when the students are confronted with the physical process of selling and moving their livestock to market.

5. There was considerable variation among the Kansas instructors of vocational agriculture, in what they considered important to teach relative to the marketing of livestock.

6. The principles of price determination, market functions, principles of cooperative marketing, and the comparing of market prices were considered the most important

items to teach.

7. In order for the instructor to do an efficient job of presenting information relative to livestock marketing, he must keep posted on recent trends and factors involved and then give timely instruction which will guide the students in their production and marketing operations.

8. Important sources of recent information relative to livestock marketing are the Department of Economics and Sociology, Kansas State College of Agriculture and Applied Science, the Bureau of Agricultural Economics, Washington, D. C., and from cooperative agencies such as the National Livestock Market Service, Chicago, Illinois.

9. One of the best sources of current livestock price information is the daily market report by the Agricultural Marketing Service, 964 Livestock Exchange, Kansas City, Missouri.

10. A study of the price determination between markets, cost of transportation, and cost of marketing are items that have been neglected in the instruction.

11. New developments in the livestock markets, such as selling on the basis of carcass grades should be studied carefully.

12. There would be more incentive for producing the class, grades, and weight of animals which the market demands if there was a more satisfactory basis of payment for the same.

13. Some reasons why vocational agriculture teachers have not given much emphasis to the marketing of livestock are as follows:

A. The teachers themselves have not had sufficient training in the economic principles involved.

B. High school students lack experience and maturity; consequently, they lack the interest which they have for more tangible or concrete lessons.

C. Usable reference material is not always available for class study.

D. The situations involved are so uncertain and changeable that it is difficult to keep posted on the latest important facts.

E. When predictions are not exact or do not come to pass as expected, students as well as teachers lose confidence in the study.

14. The economic factors and principles involved in the marketing of livestock are increasing in importance. Therefore, it is necessary to give more study and emphasis to them in the vocational agriculture courses.

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APPENDIX

ORGANIZING AND TEACHING LIVESTOCK MARKET INFORMATION VOCATIONAL AGRICULTURE CLASSES

Explanation of terms:

a. Enterprise--refers to the different headings or divisions into which a course may be divided; for example, a course in A. H. may be divided into swine, sheep, poultry, beef cattle, and general.
b. Job--refers to a specific lesson in an enterprise.
c. A. H. or beginning classes--refers to the number 9 and 10 courses devoted primarily to livestock production.
d. Crops--refers to the course devoted primarily to crops and soils.
e. Advanced classes--refers to the number 12 course in Kansas or the farm management course.

I. How do you organize your lesson plans for the teaching of livestock marketing?

	A. H. or beginning classes	Crops	Advanced classes
A. Answer by indicating in order of your preferences as 1 to 8 your plans for teaching livestock marketing in each of the three classes.			
1. As a specific enterprise			
2. As a job in an enterprise, called general			
3. As a job in a special enterprise			
4. As a job in an enterprise, called farming program			
5. As a job in each of the livestock enterprises adaptable to the community			
6. As a job in all the different livestock enterprises			

	A.H. or beginning classes	Crops	Advanced classes
7. As a part of different jobs within a given enterprise			
8. As two or more specific jobs within a given enterprise			
List and check any other lesson plans that you use for the teaching of livestock marketing.			
1.			
2.			
3.			
4.			
F. Answer by writing in the numbers according to the course.			
1. How many different jobs do you plan to devote to livestock marketing?			
2. How many hours do you plan to devote to livestock marketing?			
3. How many field trips do you plan to make per year which deal primarily with the marketing of livestock?			
II. How do you present the information pertaining to the marketing of livestock?			
A. Answer by ranking 1 to 15 the methods of teaching livestock marketing you use in each of the three classes.			
1. By graphs and charts that show the relation between prices and receipts or numbers in the United States			

	:A... or :beginning :classes	:Crops	:Advanced :classes
2. By assigning references in textbooks and bulletins			
3. By assigning and discussing current references as farm magazines, newspapers, periodical reports, and forecasts from the college			
4. By handing each boy a copy of the information you wish to present			
5. By writing information on blackboard and having boys copy			
6. By lecturing to the class			
7. By posting information on bulletin boards			
8. By a field trip to some market to observe the animals or the market operations			
9. By giving individual instruction when confronted with the problem of marketing his project			
10. By giving class instruction when confronted with the problem in any livestock project			
11. By having an outside speaker such as a representative of a market organization or a successful farmer			
12. By emphasizing the type and size of animal the market demands when selecting and judging livestock			
13. By emphasizing the time and method of marketing when planning the production operations			
14. By attending shows and fairs			
15. By comparing a profitable and an unprofitable project which difference was due primarily to marketing			

	A.H. or beginning classes	Crops	Advanced classes
Write in any other methods you use to present the livestock market information.			
1.			
2.			
3.			
4.			
5.			
III. When do you teach information relative to the marketing of livestock?			
A. Answer by ranking your preference from 1 to 6 in the three columns at the right.			
1. During the period leading up to the selection of the livestock projects (that is, any time before the project is selected)			
2. During project selection			
3. During the stated intervals throughout the school year either as reports, current events, or regular assignments			
4. During the time when the boy is confronted with the marketing problem			
5. During the time marketing process actually takes place			
6. During the regular routine of the course as planned throughout the year			
7. No definite time planned			

	A.U. or beginning classes	Crops	Advanced classes
Make any additional comment you think appropriate as to when livestock marketing information should be presented.			
1.			
2.			
3.			
4.			
5.			
B. Answer by ranking 1 to 4 in the three different columns as to when you most stress livestock marketing.			
1. Seasonally			
2. Monthly			
3. Weekly			
4. Daily			
IV. Do you teach the following general information relative to livestock markets and marketing information?			
A. Answer by ranking from 1 to 8 your preference in the columns at the right as to what is most important to be taught in each class.			
1. Marketing functions as assembling, grading, processing, packaging, storing, distributing			
2. Types of agencies engaged in marketing such as livestock shipping associations, commission firms, order buyers, speculators, and packers			

	A.M. or beginning classes	Crops	Advanced classes
3. The principles of price determination; that is, where and how prices are determined			
4. The principles of cooperative marketing such as aims, needs, objectives, and advantages			
5. The principles of the market structure for a specific commodity such as the source of supply, means of assembling, grading, and shipping			
6. Legislation pertaining to marketing such as preventing the sale of diseased animals, vaccination requirements, tuberculosis inspection, etc.			
7. Where the principal livestock markets are located and why			
8. The comparison of market prices such as the corn-hog ratio and the price index numbers of different commodities			
V. Do you teach the following market prices, price trends, their cause and significance?			
A. Answer by making a (✓) in column at right.			
1. Major or long-time price cycles covering a period of 15 to 30 years. (That is, the relationship between money and the price of goods, and the influence common world factors have upon these trends)			
2. Minor trends or the shorter-time year-to-year price trends (that is, the cycles which are usually associated with the over and under production, or variations in supplies for two or three year periods			

	A.H. or beginning classes	Crops	Advanced classes
3. Seasonal price fluctuations within the year			
4. Short-time day-to-day price changes			
B. Rank in order what you consider to be the three most important of the above trends.			
1.			
2.			
3.			

	A.H. or beginning classes		Crops		Advanced classes	
	A	B	A	B	A	B
VI. Do you teach or emphasize each of the following?						
A. Answer by yes or no in column A in each of the three classes; also, in column B indicate importance of material by ranking 1 to 15.						
1. The use and place of pure bred livestock from the standpoint of marketing fat animals						
2. The present market outlook information in all livestock enterprises regardless of the projects likely to be undertaken at the start						
3. The estimating of a financial outcome on a basis of predicted market prices						

	A.H. or beginning classes		Crops		Advanced classes	
	A	I	A	B	A	B
4. The selection of projects on the basis of the market outlook						
5. The type and size of animal that brings highest price on the market. (what the market packer demands)						
6. The grading of animals for the market						
7. The grading of market products such as eggs and butter						
8. The significance of increasing or decreasing the number of breeding animals according to the market outlook						
9. The evaluating of factors or forces that are likely to cause a change in price at the time projects are about ready to market						
10. The necessity of choosing the time and method of marketing at the start of production						
11. The care and precautions necessary in loading, transportation, in the marketing process						
12. The making and keeping of an up-to-date supply of charts and graphs that will illustrate market trends						
13. The class, either as individuals or a group, to chart prices or receipts of livestock						
14. The keeping of an up-to-date record or chart of livestock prices and receipts posted in your classroom						
15. The proper use of credit in relation to price trends, commodity price outlook, etc.						

	F.H. or beginning classes		Crops		Advanced classes	
	A	B	A	B	A	B
List some of the more important charts and graphs you use in teaching livestock market information.						
a.						
b.						
c.						
d.						
e.						
List other means of teaching which you think important in regard to livestock marketing.						

	Hogs	Beef	Sheep	Poultry	Dairy
VII. Rank from 1 to 15 in the column of the enterprise the information you consider most important in the study of marketing for that enterprise.					
1. How the price of grain may influence the price of livestock or its products					
2. How present numbers on farms in U.S. are important as compared with numbers in previous years					

	Hogs	Beef	Sheep	Poultry	Dairy
3. How an index of annual wholesale prices for all commodities in U.S., 1900-1937 (1910-14 = 100) is valuable					
4. How the relation of the price index of the different livestock prices may influence the price index of other commodities					
5. How the price and receipt cycles may vary					
6. How the size of the crops and crop prospects influence livestock prices at different seasons of the year					
7. How the trend of prices is influenced by the sequence of large and small corn crops (that is, the influence of a large crop preceded by a small crop or vice versa, has upon feeding operations)					
8. How there might be a difference in the market demand at present as compared to the demand in the past					
9. How the prices of hogs may affect sheep or cattle prices					
10. How the price varies from day to day					
11. How the price varies at different times of the year					
12. How to explain such a large spread in price the same day for the different grades					

	Hogs	Beef	Sheep	Poultry	Dairy
13. How the profits or losses of livestock operations the previous year may influence the price or feeding program the year following					
14. How to classify and grade according to market standards					
15. How holidays, Jewish demand, etc., influence the market					
List any other information you think important.					

Underline the sources of information you use.	Rank in order of importance your most valuable sources of information
1. Local dealers	
2. Daily newspapers	
3. Farm magazines	
4. Special market papers	
5. The radio	
6. The U. S. market news service on livestock	
7. Government publications	
8. Federal market reports	
9. Department of Economics, Kansas State College	
10. Agricultural Experiment Station publications (bulletins and circulars)	
11. Textbooks	
12. Service manuals of different livestock associations	

Underline the sources of information you use.	Rank in order of importance your most valuable sources of information
List other sources you use.	

SUGGESTED OUTLINE OF LIVESTOCK MARKETING INFORMATION
TO BE PRESENTED DURING ONE THREE-YEAR COURSE
IN VOCATIONAL AGRICULTURE

1. The functions of a market.

   A. What is a livestock market?

   B. Purpose of a livestock market.

   C. Component parts of a livestock market.

   D. How do livestock markets differ?

   E. Why do livestock markets differ?

   F. When does marketing start?

2. Marketing agencies for livestock.

   A. Location of principal livestock markets in the United States. In Kansas.

   B. Purpose of the different agencies.

   C. Kinds and number of livestock markets in Kansas.

   D. Advantages of the different agencies.

   E. Margins of different markets.

   F. The development of cold storage lockers.

3. Principles of price determination.

   A. What determines price?

      a. Supply.
      b. Demand.
      c. Combined effect of supply and demand.
      d. Other factors.

   B. Where livestock prices are determined.

   C. Selling livestock on basis of dressed weight and carcass grade--types of market areas, price relationship within the area, and persons involved in price making.

4. Livestock price trends and their causes.

   A. Short-time day-to-day price trends--cause, length, and effect.

   B. Seasonal price trends within the year. When are the usual peaks and lows for the different classes and grades of animals--nature and cause.

   C. Cyclical trends or the shorter-time year-to-year price trends--cause length, and importance.

   D. Long-time trends.

5. Classifying and grading market animals.

   A. Market classes and grades of cattle, hogs, and sheep.

   B. Why have classes and grades?

   C. Relative importance of price and market classes and grades.

   D. Relation of grades of livestock to carcass grading and shrinkage.

6. Selecting a method of marketing livestock.

   A. Selling locally, private or auction.

   B. Direct marketing.

   C. Through commission firms.

   D. Cooperative marketing.

   E. Service and cost of the different methods, transporting, selling, handling, and care.

   F. Methods and agencies most advantageous to the local producers.

7. When to market livestock.

   A. Factors to consider in predicting the peaks and lows in the market trends.

B. Probable profit if sold now as compared to probable profit if animals were kept and fed another 30 to 60 days.

II. Adjusting production to market demands.

A. Kind and quality of livestock in demand.

B. Increasing or decreasing production according to demand.

C. Adjusting production to the most advantageous market.

SUGGESTED OBJECTIVES AND CLASSROOM PROCEDURE FOR PRESENTING A STANDARD LIVESTOCK MARKETING LESSON AT THE BEGINNING OF THE SCHOOL YEAR

Objectives:

1. To develop ability to select and produce the kind of livestock that brings the highest price on the market.

2. To develop ability to produce livestock that are ready for market during the peak of the market price.

3. To have students study the market before starting production so that they may take advantage of all marketing possibilities.

Classroom Procedure:

1. Discuss the kind of livestock produced in local community.

   A. Compare local livestock with the kind grown in other regions.

   B. Compare the price received for local livestock with the top market price.

   C. Present pictures of the kind of animals that bring top price.

2. Compare the price of the different weights and grades of animals.

3. Compare the seasonal variations in prices with the seasonal variation in market receipts.

   A. When would be a good time to buy?

   B. When would be a good time to sell?

   C. Relation of production practices to market price.

4. Compare the present supply of livestock with the supply in former years.

A. Relation of supply to price in the past.

B. Relative influence supply will likely have upon price at present.

C. Where are we in the long cyclical trend?

5. Outline the factors that are likely to affect the demand.

A. Influence in previous years.

B. How the factors may vary from year to year.

6. Outline the factors that are likely to affect the demand.

A. Relative length of time necessary to increase supply.

B. Relative significance of present supply in regard to the past or immediate future.

7. Compare the present price of feed necessary to produce a 100-pound gain with the present price per hundredweight.

A. How it may vary in relation to the seasonal price trend.

B. Relation between numbers of livestock and price of grain.

C. Factors affecting supply and price of feed in local region.

8. Compare the prospective price outlook of the different livestock enterprises as given by the agricultural economics department of the college.

A. Which enterprise seems least favorable?

B. Which enterprise seems most favorable to make a profit?

C. How do the factors involved affect the situations in this community?

B. How the future is likely to differ from the present outlook.

9. Conclusions as to the present market recommendations.

A. Which live stock enterprise or phase of the enterprise appears most favorable?

B. How local programs may be adjusted to fit the recommendations for the immediate future.

C. Suggested plans in the way of a long-time program.